Contributors

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Alexandra Draxler is an education specialist who worked for many years for UNESCO. She was the Secretary of the International Commission on Education for the Twenty-first Century (created by UNESCO), whose report ‘Education: the Treasure Within’ (1996) was published in more than 30 languages. Currently she is an independent consultant working on education.
development policies, the use of technologies for education in developing countries and public private sector collaboration for education in developing countries. She is a member of the Council of the Consultant Fellows of UNESCO’s International Institute for Educational Planning and Vice-President of the Association for the Promotion of Education.

Shailaja Fennell is a University Lecturer in Development Studies and a Fellow of Jesus College at the University of Cambridge. She has recently completed a five-year research project (2005–10) on the impact of public private partnerships in the educational outcomes of the poor as part of a DFID-funded research consortium on educational outcomes and poverty (RECOUP) in Ghana, India, Kenya and Pakistan. Her recent publications include Rules, rubrics and riches: the relationship between legal reform, institutional change and international development (Routledge 2009) and Gender Education and Development: conceptual frameworks, engagements and agendas (Routledge 2007) edited with M. Arnot. She is currently working on a monograph on the relationship between educational policy and educational providers.

Mark Ginsburg is a senior advisor for research, evaluation, and teacher development in the Global Education Center of the Global Learning Group at FHI 360 (USA); a visiting professor at Columbia University and the University of Maryland; and co-editor of the Comparative Education Review. He previously was a faculty member at the University of Aston in Birmingham (England, 1976–78), the University of Houston (Texas, USA, 1978–87), and the University of Pittsburgh (Pennsylvania, USA, 1987–2004). He also served as President of the Comparative and International Education Society (1990–91), Director of the Institute for International Studies in Education at the University of Pittsburgh (1987–93, 1996–2006), and Director of the Faculties of Education Reform project of the USAID-funded Educational Reform Program in Egypt (2004–06). He has published extensively on topics of policy/institutional reform, globalization, teachers’ work, teacher education and policy/practice-oriented research and evaluation.

Juliana Guaqueta is an Education Specialist at the World Bank focusing on the role of the private sector in education, the regulatory frameworks that are conducive to improving quality and equity, and the impact of accountability policies on student learning. Her current work with the Education team at the International Finance Corporation (IFC) involves conducting research on education markets and trends to identify investment opportunities; carrying out competition analysis for education products and services to evaluate market viability; updating IFC’s education strategy and contributing to the strategic positioning of IFC in the sector. Recently, Juliana served as a core member of the team for the World Bank’s Education Sector Strategy 2020. She was also involved in creating
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**Joanna Härmä** started working in education in India in early 2002, and earned her doctorate from the University of Sussex in 2009 for a thesis exploring parental school choice making in rural Uttar Pradesh. She is currently conducting research into private schools serving poor communities in urban and rural Nigeria for ESSPIN, a DFID-funded education programme.

**Analía V. Jaimovich** is a doctoral candidate in Education Policy at the Harvard Graduate School of Education. She holds a BA in Education Sciences from the University of Buenos Aires, Argentina, and an M.Phil. in Politics, Democracy and Education from the University of Cambridge, UK. Analía’s academic research focuses on public private partnerships in education in Latin America. In the past, she has worked in programme evaluation and education policy analysis at the Ministries of Education of Argentina, Mexico and Peru, and the Academy for Educational Development and RTI International in the US.

**Akanksha A. Marphatia** has 20 years of experience in gender and education issues in sub-Saharan Africa and India. She has worked as the Head of International Education at ActionAid International and was elected to the Education For All Fast Track Initiative’s Executive Board. Akanksha has been seconded to Ministerial positions; has worked as a policy specialist with UNESCO and the World Bank; a social scientist with the International Centre for Research on Women and programme officer with non-governmental organisations. Akanksha regularly lectures at universities and on expert panels on feminist macroeconomics, gender and education, and human rights. Her publishing record spans peer-reviewed journals, UN, Government and NGO reports. In 2011, Akanksha will begin her PhD in early childhood development in Brazil and India at the University of Cambridge, UK, for which she was awarded an Economic Social and Research Council fellowship. She holds a Masters Degree in International Education Policy from Harvard University, Cambridge, USA.

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**Harry Anthony Patrinos** is Lead Education Economist at the World Bank. He specializes in all areas of education, especially school-based management, demand-side financing and public private partnerships. He managed education lending operations and analytical work programmes in Argentina, Colombia and Mexico, as well as a regional research project on the socio-economic status of Latin America’s Indigenous Peoples, published as *Indigenous Peoples, Poverty and Human Development in Latin America* (Palgrave Macmillan 2006). More recently he led an effort to benchmarking education policies around the world. He is one of the main authors of the reports, *Making Schools Work* (2011),
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**Susan L. Robertson** is currently Professor of Sociology of Education, University of Bristol, UK. She is Director of the Centre for Globalisation, Education and Societies, as well as founding editor of the journal, Globalisation, Societies and Education. Susan has published widely on the globalization, regionalization and localization of education policy and practice, and the governance of education systems. She has a long-standing interest in the state and transformations of state power.

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**Pauline Rose** is currently Director of the EFA Global Monitoring Report based at UNESCO in Paris. Before joining the GMR, Pauline was Reader in International Education at the University of Sussex. The research on which this chapter is based draws on her previous work undertaken as part of the Non-Governmental Public Action Programme funded by the Economic and Social Research Council under Project Number RES-155-25-0045, and for the Consortium for Research on Educational Access, Transitions and Equity (CREATE http://www.create-rpc.org). Pauline has worked on a number of large collaborative research programmes in sub-Saharan Africa and South Asia. She has published extensively on issues that critically examine educational policy and practice, including in relation to inequality, non-state provision, financing and governance, democratization, and the role of international aid.
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Justin van Fleet is a Post-Doctoral Fellow at the Center for Universal Education. His research focuses on education in developing countries, particularly the role of private sector philanthropy in financing education systems and the dynamics influencing public private partnerships. Van Fleet graduated with a PhD from the University of Maryland in international education policy and holds a Masters degree from Harvard University in the same field. His dissertation mapped the magnitude, focus and motivations of the US corporate sector’s philanthropic investment in education in developing countries. Prior to joining Brookings, van Fleet founded an international education and development consulting firm based in Washington, DC. Some of his clients have included the Clinton Global Initiative University, MasterCard Foundation, Jolie-Pitt Foundation, Teach For America, US Global Campaign for Education, and the University of Pretoria in South Africa.

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